ROLE OF INTERNATIONAL AGENICES IN GLOBAL EDUCATION

Ms. Priya Johry

Research Scholar, Department of Education, University of Allahabad.

ABSTRACT

Global education has increasingly become a buzzword in educational contexts. Global education is often used synonymously with education for global citizenship, future oriented education, multicultural education and education for 21st century competencies. Global education as specific themes related to globalization global education as interconnection and dependency between the global and local, global education as the understanding and respect for other peoples and cultures and finally, global education as preparation for studying and working in a global world. International organization plays a pivotal role in implementing global education programs and supervising grants agreements and the disbursement of the funds. International organization provides an unparalleled source of knowledge and expertise to help the global partnership achieve its global educational objective and monitor impact. This paper examines the perspective of global education in the context of international agencies of like UNIESCO, UNICEF, and UNDP in global education world.

KEYWORDS: Global education, role of UNESCO, role of UNICEF, role of UNDP, conclusion .

GLOBAL EDUCATION:

The definition of global education given to respondents was the one from the 1991 ASCD (Association for Supervision and Curriculum Development) Yearbook; Global Education from Thought to Action "Global education involves learning about those problems and issues which cut across national boundaries and about the interconnectedness of WORLD VIEW systems cultural, ecological, economic, political, and technological. Global education also involves learning to understand and appreciate our neighbors who have different cultural backgrounds from ours; to see the world through the eyes and minds of others; and to realize that other peoples of the world need and want much the same things" Attempting to make sense of the varied understandings of global education, Mund (2007) drew from several key researchers, scholars, and international organizations (Anderson, 1977; Evans & Reynolds, 2005; Pike & Selby, 1988; and others), to devise a set of six "orientations" that they deemed to be common in many formal definitions of global education. Their "composite ideal" includes (a) a view of the world as one system, (b) commitment to the idea of basic human rights, (c) recognition of the importance of intercultural understanding and tolerance for differences (d) belief in the efficacy of individual action, (e) commitment to child-centered or progressive pedagogy, and (f) awareness of environmental issues. Pike (2000) discusses a continuum of beliefs on global education, with one end representing the conviction that global education serves to equip students to perform better in the global marketplace, and the other extreme denoting a transformative vision of schooling focused on global social justice. A more extensive categorization of global education has been made by Myers (2006). He identifies three main streams of emphasis within global education; 1) international business training, 2) international studies and 3) the world system approach. The first categorization is deeply connected to the competitive economy and human capital, where students are seen first and foremost as future employees in a global marketplace. One such overarching categorization is made by Fanghanel & Cousin (2012). They pose that global citizenship education currently can be seen in mainly two ways; a) using a critical postcolonial lens where it entails westernization and neo colonialism by imposing value systems and cultural hierarchization or b) as the opposite – shaping multiculturalism aware and respectful world citizens. They propose conceptualizing global education as a 'worldly pedagogy', building on Arendt's concept of 'worldliness' as a way of breaking free from the these dichotomous tensions in current global education.

ROLE OF UNESCO:

The promotion of universal literacy as a basic human right has been on UNESCO's priority agenda since its creation some 60 years ago. Over time, the strategies promoted to achieve literacy for all have varied with political will, financial resources and various development or economic growth models. However, until June 2006 UNESCO consistently maintained that literacy for all age groups (through both formal and non-formal education provision) is one of its most fundamental objectives. This commitment has taken into account the historical development of literacy and evidence concerning strategies for success. Since 1946, UNESCO has promoted a two-pronged approach to literacy for all Universal quality primary schooling and adult literacy provision in a range of formal and non-formal settings. The strength of that promotion varied over the years. But in essence, whether UNESCO variously saw itself as an intellectual cooperation agency with a holistic sector-wide approach to education or as an operational development partner conducting projects, implementing programmes or providing technical advice, its fundamental rationale for doing so was grounded in human rights commitments, specifically the Universal Declaration of Human Rights (Article 26) on the right to education. However, in June 2006, in the latest reorganization of the UNESCO Education Sector, substantive system-wide attention to literacy was foreseen to be effectively eliminated from the UNESCO headquarters programme. Higher education has always been at the heart of UNESCO's mission to promote the intellectual solidarity of humankind. In 1998, this engagement was reinforced by the World Conference on Higher Education (WCHE) organized by UNESCO in Paris and by its "Declaration on Higher Education in the 21st Century." The World Conference, which brought together over 4,000 participants from 182 countries, provided a comprehensive forum for policy debate. It focused on the radical change and renewal of higher education and put forward key principles to guide higher education developments worldwide, in particular equity of access, quality and relevance, and higher education as a public good and a basic human right. It is against this background of changes and developments that one must consider the General Agreement on Trade in Services (GATS) and its implications for the world of higher education. Adopted in 1995 under the World Trade Organization (WTO), GATS clearly identifies education as a service to be liberalized and regulated by trade rules. a response to the ethical challenges and dilemmas facing higher education in an era of globalization, UNESCO launched in 2002 a Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications. Its purpose was to provide a platform for exchange between different partners and to foster debate on the social, political, economic and cultural dimensions underpinning the relationship between globalization and higher education. The participants agreed that there was a need to build bridges between education (i.e., academic values and principles) and trade in higher education services. Moreover, they recognized that existing instruments – such as the UNESCO regional conventions on the recognition of qualifications – could be adapted to new challenges, while being based on the values affirmed by the Declaration of the World Conference. To make the UNESCO position clear, an Education Sector Position Paper on "Higher Education in a Globalized Society" was prepared in 2004. It is one in a series of position papers to give the organization's views on key issues relevant to contemporary education, based on a review of trends, issues, worldwide debates and regional reviews through case studies, as well as UN and UNESCO standard-setting instruments and principle.

To shape the Organization's actions during this crucial period, UNESCO's General Conference at its 37th session in November 2013 adopted the Organization's Medium- Term Strategy (2014–2021). This Strategy spells out the approaches that UNESCO will adopt over the next eight years in education, the natural and social sciences, culture, and communication and information. To achieve this overarching mission to contribute to peace and sustainable development, UNESCO's work on education from 2014 to 2021 will be guided by three strategic

Objectives:

- Supporting Member States to develop education systems to foster high quality and inclusive lifelong learning for all.

- Empowering learners to be creative and responsible global citizens.

- Advancing Education for All (EFA) and shaping the future international education agenda.

ROLE OF UNDP:

The role of the United Nations Development Programme (UNDP) in shaping educational development has been considerable. For more than half a century, the scale and reach of UNDP education projects have been significant, yet have not been adequately researched. For both UNDP and its precursors, the evolution of policies for development and for educational development is traced. UNDP's project priorities in education are considered, as is the role of UNESCO as a key implementing agency for UNDP. Over the past half-century, UNDP has had a significant impact on educational development in a wide range of countries, particularly though its extensive program of technical assistance and investment grants. UNDP in an amalgam of two UN bodies—the UN Expanded Programme of Technical Assistance (EPTA) formed in 1949, and the UN Special Fund (1958). Its history, including education programming, thus began in 1949 and should not be considered merely from 1965 when the two agencies merged. Indeed, there has been considerable continuity down the years of both EPTA and Special Fund education programs. UNDP favored capacity-building of the kind it saw best serving overall strategies for economic growth. Capacity-building thus saw a priority given to teacher education, a stance squarely in line with plans to increase rapidly the size of formal school systems worldwide. Teacher education was a natural pre-investment activity, at a time when the World Bank was making unprecedented numbers of loans for school construction. Thus it was building up national teaching forces that emerged as UNDP's top priority. While UNESCO and UNICEF preferred to work at basic education levels (including non-formal education), UNDP and the World Bank strove to expand secondary, technical and higher education, and to ensure that curricula had a scientific, technological and vocational orientation. Even when the Bank switched its priorities to universal primary education from 1980, UNDP carried on much as before, placing itself in a difficult and unsustainable policy position when it decided in 1989 to join the 'education for all' movement and serve as a co-sponsor of the 1990 Jomtien World Conference on Education for All.

The history of multilateral education since 1945 has seen repeated pendulum swings in three distinct, and rarely concurrent, senses. First, there has been the constant shift to and from centralised policy and decision-making within the agencies. Second detailed policy prescription has ebbed and flowed with policy looseness Third, sector-based programming has vied with thematic, country-based program construction. In these early years of the 21st century, UNDP has opted for thematic content. Centralised policies concerning fundamental principles of governance are proclaimed boldly, while considerable latitude continues to rest with country Resident Representatives in overall program construction. According to UNDP Since 2000, there has been enormous progress in achieving the target of universal primary education. The total enrolment rate in developing regions reached 91 percent in 2015, and the worldwide number of children out of school has dropped by almost half. There has also been a dramatic increase in literacy rates, and many more girls are in school than ever before. These are all remarkable successes. Progress has also been tough in some developing regions due to high levels of poverty, armed conflicts and other emergencies. In Western Asia and North Africa, ongoing armed conflict has seen an increase in the number of children out of school. This is a worrying trend. While Sub-Saharan Africa made the greatest progress in primary school enrolment among all developing regions – from 52 percent in 1990, up to 78 percent in 2012 – large disparities still remain. Children from the poorest households are up to four times more likely to be out of school than those of the richest households. Disparities between rural and urban areas also remain high .Achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development. This goal ensures that all girls and boys complete free primary and secondary schooling by 2030. It also aims to provide equal access to affordable vocational training, to eliminate gender and wealth disparities, and achieve universal access to a quality higher education.

Recent target goals for education by UNDP:

- By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

- By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education.

- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

- By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

- By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

- By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

- By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

- Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.

- By 2020, substantially expand globally the number of scholarships available to developing countries.

- By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states.

ROLE OF UNICEF:

UNICEF began its mission in 1946 as a relief organization for children after World War II. Throughout, UNICEF's priorities have been realizing the intrinsic rights of children to a basic quality of life, rights world leaders further defined in the Convention on the Rights of the Child. UNICEF bases its actions on up-to-date substantial research and experience on what works to help give children the best start in life, to survive and thrive -- especially in emergencies -- and to go to school. Toward helping young children survive and have a healthy, productive future, UNICEF advocates for and gives financial and technical support to national- and community-based education and intervention programmes on health care and nutrition. In support of Basic Education and Gender Equality UNICEF collaborates with countries, donor governments and other UN agencies to promote, fund and facilitate universal primary education and gender equality. This includes improving children's developmental readiness for school, especially for excluded children and among disadvantaged groups, via community-sponsored childhood education and health initiatives. In all stages of this process, through advocacy and local programmes, UNICEF works to reduce the gender gap and other disparities in access to, participation in and completion of basic schooling. This includes` supporting water, sanitation and hygiene improvement in schools to create a child-friendly environment for learning.Finally, UNICEF also delivers school supplies and tents in emergencies as part of its Back-to-School programme, helping children return to a more normal, safe environment and protecting their right to basic education. In order to do this, UNICEF will work in the following Programme areas.

- Early learning.
- Equity with a focus on girls' and inclusive education.
- Learning outcomes and child-friendly schools.
- Education in emergencies.

UNICEF aims to support countries to implement the proposed solutions through policy dialogue, technical assistance and evidence-based programme implementation. UNICEF uses its extensive global reach to:

Strengthen capacity at all levels: UNICEF presence at the sub regional level, for example, enabled UNICEF to train 47,141 school management committees or parent-teacher associations in 2014in areas such as planning, management, health and inclusive education. UNICEF technical assistance supports teacher training programmes, learning improved learning outcomes for all children. Working with governments, UNICEF has helped put in place quality standards consistent with child-friendly education, including policies on early learning, mother tongue education, girls' education and inclusive education.

Generate and strengthen data and evidence and use this to advocate for policy change: Combining UNICEF's presence in country with the United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics has resulted in support for over 30 countries to generate country-specific data on the profiles of out-of-school children. This data helps governments allocate financing more equitably and work with communities to address and abandon social norms regarding children with disabilities, girls and other characteristics that drive exclusion from school UNICEF is also generating evidence on education and peace building through the support of conflict analyses and innovation programmes in 14 conflict affected countries. UNICEF uses this and other evidence to advocate for increased and sustained funding for education in emergencies.

Support South-South learning and nurture innovation: UNICEF is working with partners to identify promising local solutions through its global networks and provide support to these innovations in order to incubate, test and take to scale those with the potential to address education problems.

Deliver education services: UNICEF works with local partners to deliver education services in disadvantaged areas and humanitarian situations, including the approximately 8.6 million children in emergencies reached in 2014. The education services provided often include psychosocial support to children suffering

from loss or trauma. UNICEF also supports critical education system strengthening in emergency and transition contexts. For example, in the Ebola crisis response of 2014–2015, UNICEF, along with partners, is helping to train teachers and implement safe school operations protocols

UNICEF's comparative advantages to fulfill these roles include:

- A strong country presence, which allows for close working relationships with ministries of education, at national and sub regional levels, and with schools and communities. In May 2015, UNICEF had 627 staff working on education programmes. The majority of staff are deployed at country level, including in fragile and conflict affected countries or in remote locations where the needs are greatest.

- Extensive engagement in national and global partnerships. At the country level, UNICEF creates synergies with national and local governments, civil society, faith-based organizations, other development partners and agencies and programmes of the United Nations. At the global level UNICEF is a board member of the Global Partnership for Education, hosts the United Nations Girls' Education Initiative (UNGEI) and collaborates closely with Educate A Child and the United Nations High Commissioner for Refugees. UNICEF has also co-led the post-2015 dialogue on education with UNESCO and is co-lead (with Save the Children) of the Education Cluster.

- A continuum of action from school to global level means that policy and sector-level engagement is informed by direct experiences with children, teachers and communities. Innovative approaches are tested in the most demanding environments, and the lessons learned are shared with the global community to improve the learning of children everywhere.

- Different sectoral expertise within the organization is drawn upon to build inter sectoral linkages where they are essential to achieving better educational outcomes for children, such as in early childhood development, inclusive education, addressing gender inequalities, promoting WASH in Schools or supporting wider behaviour and social change through Communication for Development .

- UNESCO together with UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHCR organized the World Education Forum 2015 in Incheon, Republic of Korea, from 19 – 22 May 2015, hosted by the Republic of Korea. Over 1,600 participants from 160countries, including over 120 Ministers, heads and members of delegations, heads of agencies and officials of multilateral and bilateral organizations and representatives of civil society, the teaching profession, youth and the private sector, adopted the Incheon Declaration for Education 2030, which sets out a new vision for education for the next fifteen years. The Incheon Declaration Constitutes the commitment of the education community to Education 2030 and the 2030Agenda for Sustainable Development, recognizing the important role of education as a main driver of development. The Education 2030 Framework for Action, which provides guidance for implementing Education 2030.

Overarching goal:

- The overarching 2030 Agenda for Sustainable Development education goal commits to providing inclusive and equitable quality education at all levels.

- Ensure access to and completion of quality education for all children and youth to at least 12years of free, publicly funded, inclusive and equitable quality primary and secondary education of which at least nine years are compulsory, as well as access to quality education for out-of school children and youth through a range of modalities

- Ensure equity and inclusion in and through education and address all forms of exclusion and marginalization, disparity, vulnerability and inequality in education access, participation, retention and completion and in learning outcomes

- The right to education begins at birth and continues throughout life; therefore the concept of lifelong learning guides Education 2030. To complement and supplement formal schooling, broad and flexible lifelong learning opportunities should be provided through non-formal pathways with adequate resources and mechanisms and through stimulating informal learning, including through use of ICT.

CONCLUSION:

Education is important not only for the full development of one's personality, but also for the sustained growth of the nation. Elementary education in world, therefore, is the foundation on which the development of every citizen and the nation as a whole hinges. All these international agencies is committed to ensuring all children to have success to quality education and complete their schooling. These organizations works with its partner to improve children's developmental readiness to start primary school on time, especially for marginalized children. UNICEF and UNESCO provides key support in collecting and sharing data on children education status, helps establish stronger educational information and management system, and shares good policy making practices and innovations.

Partnerships are a key enabler to meet global challenges and generate sustainable changes and long lasting impact of these organizations work .for the education 2030 agenda the organizations co-convening and partnership with each other for economic co operation and development education internationally.

REFERENCES:

1. Education 2030 Incheon Declaration Towards inclusive and equitable quality education and lifelong learning for all.

2. Fanghanel, Joëlle and Cousin, Glynis (2012) "'Worldly' pedagogy: a way of conceptualising teaching towards global citizenship". Teaching in Higher Education, 17:1, pp. 39-50.

3. Higher Education Crossing Borders(2006) :A Guide to the Implications of the General Agreement on Trade in Services (GATS) for Cross-border Education, A Report Prepared for the Commonwealth of Learning and UNESCO.

4. Ida Nilsson (2015) Understanding global education A case study of the Global High Schools network In Denmark.

5. Kenneth A. Tye (2003), Global Education as a Worldwide Movement, The Phi Delta Kappan, Vol. 85, No. 2 , pp. 165-168.

6. Kristin Reimer and Lorna R. McLean(2009), Conceptual Clarity and Connections: Global Education and Teacher Candidates, Canadian Journal of Education / Revue canadienne de I education, Vol. 32, No. 4,

7. Leslie J. Limage, (2007), Organizational Challenges to International Cooperation for Literacy in UNESCO, Comparative Education, Vol. 43, No. 3, Special Issue (34): Global Governance, SocialPolicy and Multilateral Education , pp. 451-468.

8. Mundy, K. Manion, C.,Masemann, V. & Haggerty, M. (2007). Charting global education in Canada's elementary schools: Provincial, district and school level perspectives. Toronto:UNICEFCanada.RetrievedNovember29,009,fromhttp://globalclassroom.unicef.ca/pdf/ChartingGlobalEducationin ElementarySchools.pdf

9. Myers, John P. (2006) "Rethinking the Social Studies Curriculum in the Context of Globalization: Education for Global Citizenship in the U.S". Theory and Research in Social Education ,Vol. 34:3 pp. 370-394

10. Pike, G. (2000). Global education and national identity: In pursuit of meaning. Theory into Practice, 39(2), 64-73.

11. Phillip W. Jones, (1990) ,Unesco and the Politics of Global Literacy, comparative Education Review, Vol. 34, No. 1, Special Issue on Adult Literacy, pp. 41-60.

12. Stephen P. Heyneman ,Bommi Lee(2016) International organizations and the future of education assistance, International Journal of Educational Development, vol48 pp9-22pp.

13. Thomas S. Popkewitz, (2017) Global Education as a Slogan System, Curriculum Inquiry, Vol. 10, No. 3 , pp. 303-316.

14. UNESCO (2014) Roadmap for Implementing the Global Action Programme on Education for Sustainable Development.